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A SURVEY OF THE GUIDANCE PROGRAMS IN
NORTH CAROLINA JUNIOR COLLEGES

A Thesis
Presented to
the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Masters of Arts

by
Donald L. Clark
July 1958

A SURVEY OF THE GUIDANCE PROGRAMS IN
NORTH CAROLINA JUNIOR COLLEGES

BY

Donald L. Clark

Approved by:

William Carr
Chairman of Thesis Advisory Committee

Herbert W. Wey
Director of Graduate Study

Loy R. Stanton
Major Professor

L. F. Reynolds
Minor Professor

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CHAPTER I

INTRODUCTION TO THE STUDY

The junior college is presently one of the fastest growing educational units in our society. Enrollment is increasing at such a rapid rate that it is predicted it will soon become a part of the regular public school system.

With the large numbers of students entering these schools will come increasing problems of guidance as these youth attempt to find themselves socially, vocationally, and personally. Besides the many personal problems facing all youth, there are also more specific needs. For example, many junior colleges are community colleges with the policy of accepting nearly anyone who wishes to attend thus providing for many people who would never have had the opportunity of attending college. This adds to the life-stream of these local communities many more trained people who will need guidance in finding jobs for their more highly developed skills.¹ Also, because of its community centeredness, there is a need for knowledge of the local conditions in terms of vocational opportunities if junior colleges are to serve both the community and the students.

¹Lester D. Crow and Alice Crow, An Introduction to Guidance (New York: American Book Co., 1951), pp. 313-314.

Along with the needs of the youth and the community are the needs of the older people of the area. More and more adult classes are being offered and these people, looking for new interests and deeper values in life, will need personal help in finding themselves in a rapidly changing culture.

Traxler states that "probably no other unit in the whole educational process needs guidance services so desperately as does the junior college."²

That the junior college personnel are feeling these needs is evidenced by their studies and statements. In a survey conducted in 1946 by the American Association of Junior Colleges, student personnel work was rated by the junior college administrators as the area of activity most in need of attention.³ And at the 1953 convention of the association, this work attracted one of the largest discussion groups.⁴ As A. J. Brumbaugh, President of Shimer College, stated in his address at the 1954 convention: "We are coming to think not less about what we teach, but more about whom we teach."⁵

²Arthur E. Traxler, "Establishing a Functional Guidance Program in a Junior College", Junior College Journal, 22:309, February, 1952.

³M. A. Hillmer, "Present Status of Administrative Organization of Student Personnel Programs in Public Junior Colleges", Junior College Journal, 21:144, November, 1950.

⁴Francis H. Horn, "Convention Analysis and Critique", Junior College Journal, 24:19, September, 1953.

⁵A. J. Brumbaugh, "Student Personnel Work in Transition", Junior College Journal, 25:11, September, 1954.

I. THE PROBLEM

Statement of the problem. In spite of the rapid growth of the junior colleges, and the felt need for adequate guidance services, there is very little information available concerning the current status of guidance and guidance practices. This is especially true in regard to North Carolina. No description of the current status of guidance work in the junior colleges of North Carolina could be found in the literature.

The purpose of this writer was to study and describe the current guidance practices in the junior colleges of North Carolina in order to provide information concerning these practices for: (1) junior college administrators; (2) students interested in junior college personnel work; (3) faculties involved in the training of these students; and, (4) any other interested parties.

Importance of this study. This study is important, first of all, to college administrators and guidance personnel in the field in order that they may know what is being done by others. This is especially true because of the rapid growth of the colleges as well as the many changes going on in the area of guidance which makes it very difficult to set up a program by some absolute standard of what constitutes an adequate service.

Secondly, this knowledge of current guidance practices is needed by those entering the field of junior college guidance

work who want to know about the role they will be expected to fill, the types of duties they will carry out, and the attitudes toward guidance that they will find. These questions need to be answered so that those entering the work will be better prepared, both to fit into current positions and practices as well as to change them where necessary and possible.

A third need for information of current guidance practices is to provide factual material for those who advise and train others in counseling and guidance. Knowledge of current practices and procedures will allow them to prepare people more adequately by understanding the present status in many of the schools in which students may be placed for work.

Added to this, it is felt that this study is timely in the light of the present national interest in guidance as evidenced by two current bills before Congress to stimulate guidance work throughout the country.

II. DEFINITIONS OF TERMS USED

Guidance services and student personnel services. For the purposes of this study, these two terms are used synonymously and interchangeably and are defined as those services organized specifically to assist the individual in attaining his best adjustment and highest potential.

Guidance. Guidance is used in a broad sense and concerns all those activities which assist the individual student

in self-discovery and in making plans on the basis of this self-understanding.

Counseling. Counseling is used as one of the tools of the guidance service and is considered as the process of skillful listening and direction in aiding the student to grapple with his own problems, and find his own solutions. It is based on a belief in the integrity of the individual and his right and ability to choose his own course of action in the light of his self-discovery.

Advising. Advising is interpreted as the giving of needed and helpful advice and judgment to students.

The definitions used in this paper come mostly from the writer's own personal use and interpretations of these terms with some direct influence by the definitions drawn up in 1952 by the committee on Student Personnel Services of the American Association of Junior Colleges.⁶

⁶J. Anthony Humphreys, "Toward Improved Programs of Student Personnel Services", Junior College Journal, 22:388-389, March, 1952.

CHAPTER II

REVIEW OF THE LITERATURE

The scarcity of surveys reported since 1950 makes it difficult to determine the present situation regarding personnel services on the junior college campuses. This is especially true for the Southeast section of the United States. Those few that were listed in the Educational Index are given in this chapter.

One example of such a study was done by Hillmer⁷ in 1950. The purpose was to learn how many public junior colleges have organized student personnel services; how many have full-time directors; and to find out which administrators would be interested in an intensive study of the scope and organization of student personnel services. By mailing a check-list with these questions to all the 192 public junior colleges listed in the "Junior College Directory", he found that nearly three-fourths did not have programs with full-time directors; that the state of California had the most, and the north-central region of the United States the least; and that these latter administrators recorded the greatest interest in further study.

⁷M. A. Hillmer, "Present Status of Administrative Organization of Student Personnel Programs in Public Junior Colleges", Junior College Journal, 21:143-144, November, 1950.

In 1951, Clark⁸ surveyed the junior colleges in the Rocky Mountain area to determine the effect of the national emergency on the guidance programs. He sent out twenty-four questionnaires of which eighteen were returned. He found that in that year when other services were being cut, ten stated they expected to increase personnel services, and none planned to decrease; eight had a full-time staff member, ten did not; thirteen employed a part-time man, five did not. Below is a chart showing the various services offered.⁹ Only the totals are given, although in the original study, the responses are grouped into three groups according to the size of the school. The reader is referred to that study for complete information.

	Yes	No
Counseling services	13	5
Testing program	9	9
System of advisors	8	10
Educational Guidance	8	10
Faculty advising, Counseling Students	6	12
Orientation program for new students	5	13
Registration Program Embodying Counseling and Educational Guidance	5	13
Vocational Aptitude Testing	3	15
Physical Examination and/or Medical Facilities	3	15
Testing Program for Near-by High School Students	3	15
Placement Services for Graduates and Alumni	3	15
Dormitory Counseling	2	16
College Housing Aid	2	16

⁸Shelby G. Clark, "Current Trends in the Personnel Services Offered by the Rocky Mountain Junior Colleges", Junior College Journal, 22:130-133, November, 1951.

⁹Ibid., p. 132.

In 1953, Roberts¹⁰ made a survey of the junior college students in Santa Ana College in California. He found that the students felt that: (1) present guidance services should be expanded and improved; (2) there was a need for an occupational adjustment class; (3) there was a need for more testing of vocational interest and aptitude. The respondents also suggested a test battery of: (1) an occupational interest test; (2) a test of mechanical aptitude; (3) a measure of clerical capacity; (4) a scholastic aptitude test; (5) an achievement test; (6) a test of general personality adjustment. The students also wanted a system of regular vocational interviews conducted by teachers and counselors.

* In 1953, Durnall¹¹ sent a questionnaire to fifty junior colleges, colleges, and universities for women, to determine what tests they were using. Though he does not give the breakdown of the number of junior colleges involved, he found that eleven junior colleges used the American Council of Education Psychological Tests for college Freshmen; three used various Cooperative achievement tests; four used the Iowa Silent Reading Test; and nine used the Kuder Preference Test.

¹⁰Andrew D. Roberts, "The Guidance Survey, a Key to Student Needs and Wishes", Junior College Journal, 23:250-254, January, 1953.

¹¹Edward J. Durnall, Jr., "A Testing Program for a Junior College for Women", Junior College Journal, 23:261-267, January, 1953.

In 1954, Durnall and Reichart¹² surveyed the guidance programs of junior colleges for women. A four-page check list was sent out which covered the student personnel practices most often mentioned in the literature. They were mailed to seventy-one women's colleges and had an eighty-five per cent return. From this a seventy-five point guidance rating scale was made under the assumption that those providing the most services were the best.

The following results were obtained in the survey:

1. Administrator of the personnel programs -

Dean of College - 43%
 Dean of Students - 27%
 Director of Guidance - 15%

In 60% of the colleges, the person in charge devoted 50% or more of his time to these duties.

2. Orientation programs -

a. Information gathered through:

High School Record - 98%
 Rank in Graduating Class - 88%
 Ratings on Personal Qualities - 75%
 Measures on Psychological Tests - 73%

Only 60% used this information, however.

b. Orientation programs included -

Explanation of school regulations - 98%
 Introduction to school organization - 88%
 Introduction to student government - 85%
 Library instruction - 82%

¹²Edward J. Durnall, Jr., and Robert R. Reichart, "Student Personnel Practices in Junior Colleges for Women", Junior College Journal, 25:41-45, September, 1954.

Introduction to guidance services - 77%
 Instruction in how to study - 68%

c. College contacts with high schools:

Information through personal interviews - 77%
 Talks given at schools - 63%

Majority provided for personnel man to go out
 and contact the high school students.

3. Tests and Records -

Practically all kept cumulative records with most
 of these found in the dean's office.

More than half administered interest inventories.
 (Kuder Preference - 48%)

Using scholastic aptitude tests of some type - 93%
 (A. C. E. - 60%)

Reading tests - 68% (Cooperative Reading Test - 28%)
 and (Iowa Silent Reading Test - 27%)

Personality inventories - slightly less than half
 (Bell Adjustment - 18%)

Training for teachers in use and interpretation of
 tests - less than one-third

Conducted local studies to determine validity
 and reliability - 17%

Established local norms - 17%

4. Counseling

Provided free time for counseling duties - 37%

Provided office space for counseling - Less than half.

Required special training - 22%

Provided in-service training - 17%

5. Special services -

Doctors - 93%

Provision for psychiatrists - 38%

In 1952, Lea¹³ did a survey to determine the present
 status of guidance and counseling programs of twenty-three

¹³Cecil Lea, "Counseling and Guidance Programs in Southern Baptist Colleges", The Southern Baptist Educator, 17:4-9, November, 1952.

Southern Baptist junior colleges. The questionnaire was devised from the services mentioned in the literature, and in college catalogues. He mailed them to twenty-three schools with one hundred per cent return. He found that fifteen of them had an organized program with a person heading it, four of them with a guidance director devoting full time. Three colleges were in the process of obtaining such a person. Three indicated plans for beginning a program soon. Seventeen indicated plans for increasing the efficiency of their total program.

Lea found that included in these programs were the following:

- Remedial reading clinics - 8
- Remedial speech clinics - 4
- Orientation programs that extend through semester - 9
- Organized testing program - 15
- No placement service - 14
- Cumulative record system - 17

In the 1955 Year Book of Education, which is devoted to counseling and guidance, Kitch¹⁴ invents an "ideal" guidance program for a two-year community college of 5,700 students.

This program is administered by the dean of students and includes the registrar's office in which all the records are kept. There is also a counseling center which includes four full-time personnel and six part-time instructors. A job placement center is maintained.

¹⁴Donald E. Kitch, "The United States", The Year Book of Education 1955, Robert King Hall and J. A. Lauwerys, editors (Yonkers - on - Hudson, New York; World Book Company, 1955), pp. 547-556.

Since this is a community college, it works closely with the local grade and high schools and does most of the testing and orientation before the students get to the campus. After the student arrives, he is placed under a faculty advisor unless he is not sure of his vocational and educational choice in which case he is assigned to a temporary special advisor. The "not sure" students are also given opportunity to take special courses in the psychology of human relations and adjustment. Basic skill courses are offered and the weak students are assigned to them until they become proficient.

Evening classes are offered for adults in the community, including classes in "Psychology" and "Marriage and the Family". The counseling center is kept open for the night students.

CHAPTER III

PROCEDURE

After careful consideration of other studies and the problem at hand, this writer felt that the best method of getting at the information desired was through the survey questionnaire. The economic and time factors were primary considerations.

I CONSTRUCTION OF THE QUESTIONNAIRE

The periodical literature was first reviewed as previously discussed and the surveys since 1950 were studied to ascertain methods of study. Following this search of periodicals, books covering the subject of organization of guidance services were consulted. This was done to get ideas of what should be included in the questionnaire. These books are listed in the bibliography. Next, books on the use of the questionnaire and its construction were reviewed. Following this, the questionnaire was developed.

In constructing the research instrument, the greatest single influence was the awareness of the criticisms and the weaknesses of the method being used. Therefore, the discussion of the steps taken in drawing up the questionnaire will of necessity involve the discussion of the attempts to overcome the limitations of the method used.

In a study by the National Education Association¹⁵ in 1930 regarding the abuses of the questionnaire, several weaknesses of this method of research were recognized.

The first weakness was "that those responding to the questionnaire may be influenced in their answers by what they think the investigator wants".¹⁶ An attempt was made to cancel this factor by stating the purpose very broadly in the covering letter. The following is a quotation from that letter.¹⁷

We are presently in the process of expanding our program here at Appalachian State Teachers College to include the training of those people particularly interested in teaching in the junior college. In order to help us in planning our curriculum as well as in orienting and advising our students, our department is conducting a survey of the guidance services of the junior colleges here in North Carolina.

We feel this survey will be of assistance in providing you in the junior colleges with better trained personnel as well as greatly aiding us in orienting our students to your type of program.

We would be very grateful to you if you would assist us in this study by filling out the enclosed questionnaire.

All ideas of evaluation were left out of the letter and the questionnaire in an attempt to get the respondent to give the facts. It is obvious, however, that this is a very

¹⁵National Education Association, "Questionnaires", Bulletin, 8:1-51, January, 1930.

¹⁶Ibid., p. 9

¹⁷See Appendix A for a copy of this letter.

difficult thing to accomplish and it is assumed that there would be some coloring of the material returned in spite of all efforts to the contrary.

The second weakness to be overcome was "that the material supplied may be inaccurate as a result of careless reporting or difficulty in securing desired information".¹⁸ An attempt was made to offset this by mailing the questionnaires directly to the chief administrators of the colleges. The following postscript was added to the covering letter:

P. S. If you are not the person to whom this questionnaire should be directed, we would be grateful if you would refer it to the proper person.

Again a factor hard to control was being dealt with and it was felt that this is one possible limitation which cannot be eliminated. However, every attempt was made even to the careful defining of terms used in order that we would be talking about the same things. The following definitions were placed in the questionnaire.

Definition: Guidance services for the purpose of this study is used synonymously with student personnel services and is defined as those services organized to assist the individual in attaining his best adjustment and highest potential.

advising is interpreted as the giving of needed and helpful advice and judgement to students while, counseling is considered as the longer process of skilful listening and direction aiding the student to grapple with his problems, and find his own solutions.

¹⁸National Education Association, loc. cit.

A third criticism of the questionnaire method to be dealt with is "that questionnaires are frequently poorly prepared."¹⁹ A great deal of effort went into the preparing of the first draft of the survey instrument. It was then submitted to two faculty advisors who made pertinent suggestions. Most of these ideas were accepted and the questionnaire was changed accordingly.

The criticism that influenced this writer perhaps to the greatest extent was that made by Koos.²⁰ In the book, The Questionnaire in Education, Koos writes at some length regarding the burden a questionnaire places upon busy administrators. He also quotes several insulting responses which one might receive to a questionnaire.

In the light of the busy schedules of today's administrators, every attempt was made to overcome this problem. This was felt to be partially overcome by the promise to provide the respondent with the results of the study as soon as they could be completed. Also, an attempt was made to make the questionnaire format interesting, readable, and easy to check. Large spaces were left between items to overcome a crowded appearance. The blanks were placed as much in a row as possible for easy marking.

¹⁹Ibid.

²⁰Leonard V. Koos, The Questionnaire in Education (New York: The Macmillan Company, 1928), pp. 1-5.

In an attempt to overcome the amount of frustration and even open hostility to the questionnaire, the following paragraph was included in the very beginning:

"The questionnaire is in three parts. If, for any reason, you are unable to complete any part, we would still appreciate your returning this questionnaire in its unfinished form. Just indicate the unmarked portion. (No names will be used in the final report.)

The questionnaire was then written to include three levels. The first page concerned general information about the program and could be answered quickly and rather impersonally. The second section included more specific items regarding the guidance program and could possibly arouse more resistance. The third page asked personal questions regarding attitudes and it was felt that this page would be most likely to arouse feelings toward the questionnaire. By asking the respondent to stop at any point he desired, it was believed that this was the best way to keep the questionnaire from being thrown away, and at the same time to at least get some results.

At the end of the questionnaire, a space was provided for additional comments. This had a two-fold purpose: (1) to provide additional information which could not be included elsewhere, and (2) to provide opportunity to "let off steam" in regard to any frustrations caused by answering the questionnaire. All the foregoing was done in the attempt to make the questionnaire as easy and as enjoyable as possible.

A final factor to be dealt with as a weakness was "that the factor of selection may influence the validity of the findings."²¹ This was believed to be offset by the use of all the junior colleges in the area surveyed.

II COLLECTION OF DATA

Upon completion of the questionnaire and the covering letter, the remaining steps were taken as follows:

1. A list was made of all the North Carolina junior colleges listed in the U. S. Government Education Directory, 1956-57.²² There are twenty in North Carolina.²³

2. A copy of the questionnaire and a self-addressed envelope was mailed with the covering letter to each North Carolina junior college president.²⁴

3. After three weeks, a second letter was mailed to five presidents who had not responded.²⁵

4. One month later, a personal conversation was held with a staff member of the one remaining college from which no response had been obtained.

²¹Carter V. Good, and Douglas E. Seates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p.606.

²²United States Department of Health, Education and Welfare. Education Directory: 1956-1957 (Washington: Government Printing Office).

²³Copy of this list can be found in Appendix B.

²⁴Copies of each item can be found in Appendix A.

²⁵Copy of this letter can be found in Appendix A.

CHAPTER IV

ANALYSIS OF DATA

Of the twenty questionnaires mailed, all but one were returned. A staff member of the one school not responding was contacted personally, and stated that this college was in the midst of changing administrations consequently could not give a reply at this time. One other school contacted had recently become a four year institution, therefore, they returned the questionnaire. This left a total of eighteen usable replies. The number of students ranged from sixty-six in one school to one thousand one hundred and ten in the largest institution.

The questionnaires were filled out by the following: deans - 8; presidents and directors - 6; directors of guidance and student personnel - 3; psychometrist - 1.

The results of the study are divided into three sections corresponding to the three parts of the questionnaire. First, is a general picture of the guidance services of the junior colleges of North Carolina. Second, is a more specific study of what these services entail, including organizational structures of the programs. Third is information concerning attitudes and opinions of junior college administrators as well as some additional facts not included previously.

I PART I - A GENERAL SURVEY

There were eight questions included in the first part of the questionnaire.

Type of organization. The first question involved the type of organization. Two alternatives were given.

Eight checked that their guidance services were organized as follows:

a. Guidance services which include such things as freshmen orientation, formalized testing program, counseling, etc., directed by one or more faculty members specifically responsible for the program.

Nine checked that they were organized as follows:

b. Guidance services which include such things as freshmen orientation, formalized testing program, counseling, etc., conducted by the faculty in general who are in turn responsible to the administration.

One respondent checked both responses.

Orientation program. Seventeen of the eighteen, approximately ninety-five per cent of the total, checked that they had an orientation program.

Testing program. Seventeen out of eighteen, approximately ninety-five per cent of the total, checked they had a testing program using standardized tests.

Academic advisors. Fifteen of the eighteen, approximately eighty-three per cent checked they had an advisor system.

Counseling service. Sixteen of the eighteen, approximately eighty-eight per cent checked that they had a student counseling service.

Cumulative record system. Eight of the eighteen, approximately forty-four per cent checked that they kept a cumulative record system other than the registrar's records.

Guidance courses. Four of the eighteen, approximately twenty-two per cent checked that they offer guidance courses.

Placement and follow-up services. Six of the eighteen, approximately thirty-three per cent checked that they maintain placement and follow-up services.

Table I includes the facts listed above including a break down by school size. The figure of 350 as a cut-off point is an arbitrary one dividing the total in approximately two equal parts. This break down was given for those who might be interested as to the influence of size on the number of services offered and will be used throughout the study for comparative purposes. Table I also includes approximate percentages of the total in order to give a better picture of the number out of the total offering various services.

It can be noted that in general the smaller schools provide more guidance services than do the larger schools.

TABLE I

NUMBER OF JUNIOR COLLEGES IN NORTH CAROLINA OFFERING VARIOUS GUIDANCE SERVICES, INCLUDING PERCENTAGES OF THE TOTAL NUMBER AND COMPARISON BETWEEN SMALLER AND LARGER JUNIOR COLLEGES
TOTAL N-18

Service offered	No. of colleges offering service		No. of colleges offering service with enrollment more than 350 N-8	Total N-18	Approx. % of total
	less than 350 N-10	with enrollment more than 350			
Orientation Program	10	7	7	17	95%
Testing Program	10	7	7	17	95%
System of Academic Advisors	7	8	8	15	83%
Counseling Service	10	6	6	16	88%
Cumulative Record System	6	2	2	8	44%
Guidance Courses	2	2	2	4	22%
Placement and Follow-up	3	3	3	6	33%

II PART II - A DETAILED SURVEY

The eight areas in Part I will now be gone into in Part II in more detail. The second part of the questionnaire asked specific questions about each phase of the programs.

Type of organization. The first question in Part II asked for the title of person or persons in charge of the guidance services. The responses are listed below and in Table II. Four guidance programs are administered by the academic dean, two by deans of students, two by directors of guidance, two by the faculty in general, one by a director of student personnel, one by an academic dean and registrar, one by a director of student personnel and registrar, one by a director of testing and counseling, one by a registrar, one by a committee for testing and orientation, one by a psychology teacher, one by an English teacher.

It may be seen from the preceding and from studying Table II that there is a great deal of variation in the titles of the administrators. With the exception of the four academic deans, the two deans of students and the two directors of guidance, there are no other two titles alike.

In Tables III and IV, the preceding information is given along with the other duties performed by each administrator. Tables III and IV also picture the organizational chart for the entire program of each school including the titles of those who administer each service offered. Letters

TABLE II
TITLES OF ADMINISTRATORS OF GUIDANCE PROGRAMS
OF EIGHTEEN NORTH CAROLINA
JUNIOR COLLEGES

Title of administrator of guidance services	Number with that title
Academic Dean	4
Dean of Students	2
Director of Guidance	2
Faculty in general	2
Director of Student Personnel	1
Academic Dean and Registrar	1
Director of Student Personnel and Registrar	1
Director of Testing and Counseling	1
Registrar	1
Committee for testing and orientation	1
Psychology teacher	1
English teacher	1

were given to the schools in accordance with the promise to the respondents not to use names in the report. Again, for those interested in school size, the charts were arbitrarily divided into two sections, one chart for the schools with 350 students and less and the other for the schools with more. Table III includes those schools with under three hundred and fifty students and Table IV includes the remainder.

Examining the chart, it can be found, for instance, that School A's program is administered by the Dean. The orientation program is carried on by the faculty. The dean also has charge of the testing program, the advisory program, and the placement and follow-up program. No cumulative records other than the registrar's records are kept, and no guidance courses are offered.

The other seventeen schools can be studied in the same manner, and it may be seen how various schools of differing sizes are meeting their guidance needs in different ways.

In general it can be stated that as far as full-time guidance personnel are concerned, they are about equally distributed between the smaller and larger schools. Here again, a large variation may be seen in the administrative organization of the various schools.

TABLE III

GUIDANCE SERVICES ORGANIZATIONAL CHART OF NORTH CAROLINA
JUNIOR COLLEGES WITH LESS THAN 350 STUDENTS

SCHOOL		TITLES OF THE ADMINISTRATORS OF THE VARIOUS SERVICES								
School	Total Program		Orientation Program	Testing Program	Advisory Program	Cumulative Records	Guidance Courses	Placement Follow-up		
	Title	Other duties								
A	Dean		Faculty	Dean	Dean	None	None	Dean		
B	Teach. of Psych.	Counseling	Faculty Committee	Psych. Teach.	Counselor	Counselor	None	Faculty & Counselor		
C	Dean	Teaches 1/2 load Psy.-Ed.	Dean	Dean	Dean	Dean of Women	?	?		
D	Committees		Orientation Committee	Test Committee	Deans	Deans	?	None		
E	Dir. of Student Personnel	Dean and Psych. Teacher	Director of Student Personnel	Dir. of Student Personnel	Dir. of Student Personnel	None	None	None		
F	Faculty		Dean	Faculty	Dean	None	None	Dean		
G	Dean and Registrar	3 hours teaching	Dean	Dean	None	Dean	None	None		
H	Dir. of Test. & Counseling	Teaching three courses	Pres. & Dir. of Test. & Coun.	Dir. of Test. & Coun.	Dir. of Test. & Coun.	Dir. of Test. & Coun.	Dir. of Test. & Coun.	Psych. Service Center		
I	Dean of Students	Teaching	Dean of Students	Dean of Women	Dean of Students	Dean of Women	None	Registrar		
J	Dean	Teaching	Dean	Dean	None	Dean	None	Dean		

TABLE IV

GUIDANCE SERVICES ORGANIZATIONAL CHART OF NORTH CAROLINA
JUNIOR COLLEGES WITH MORE THAN 350 STUDENTS

TITLES OF THE ADMINISTRATORS OF THE VARIOUS SERVICES									
School	Total Program		Orientation Program	Testing Program	Advisory Program	Cumulative Records	Guidance Courses	Placement Follow-up	
	Title	Other duties							
K	Dir. of Guidance	Couns. & Psych. Teaching	Dir. of Guidance	Dir. of Guidance	Dir. of Guidance	None	None	None	
L	Dean	Teaching Nine hrs.	Dean	Head of Departments	Dean	None	None	None	
M	Dir. of Guidance	Teaching Three hrs.	None	Dir. of Guidance	Dir. of Guidance	None	None	None	
N	Registrar	Teaching	Registrar Dean-Men Dean-Women	Faculty Advisors	Chairman of Guid. & Couns.	Faculty Advisors	Deans of men & women	Public Relation Office	
O	Dir. of Student Personnel		Registrar Dir. Student Personnel	Director	?	None	None	None	
P	Faculty		Faculty Chairman	Testing Chairman	?	None	None	President	
Q	Dean of Students	Teaching	Dean of Students	Dean of Students	Dean	None	None	Registrar	
R	English Teacher	Teaches English	Faculty	Dean	Faculty	None	None	Dean Registrar	

Orientation programs. The next area investigated was the types of orientation programs carried on. From the results obtained, it can be stated that the two most popular methods of orientation is the orientation week for freshmen and the orientation class extending beyond the first week. In both cases, ten out of eighteen indicated their use of this method. The least popular is the one, two and three day orientations which were checked by two, three and one respectively. Table V shows the various choices of orientation programs in order of preference.

TABLE V
ORIENTATION PROGRAMS OF EIGHTEEN
NORTH CAROLINA JUNIOR COLLEGES

Type of program	No. of schools using this type N-18	Approx. % of total
Orientation week for freshmen	10	56%
Orientation class extending beyond first week	10	56%
Visiting day at the college	8	44%
Visits to the high schools by the guidance administrator	5	28%
Two day orientation for freshmen	3	17%
One day orientation for freshmen	2	11%
Three day orientation	1	6%

Twelve of the schools use more than one method of

orientation. Five of the schools use only one method and one school indicated no organized orientation program.

Standardized testing programs. The next area investigated was the standardized testing programs.

There is more uniformity in the use of tests than has been found in the other areas already studied. For example here are the more commonly used tests:

	Less than 350 students N-10	More than 350 students N-8	Total N-18	Approx. % of total
English test	9	8	17	95%
scholastic aptitude test	7	7	14	78%
reading test	8	5	13	72%
mathematics test	6	7	13	72%

Here it can also be seen that the smaller and larger schools are doing approximately the same amount of testing.

Table VI includes a list of miscellaneous tests given to all the students by various schools as they were listed in the questionnaire in the blank marked "others".

In regard to special tests given to individual students upon request and not given to the entire student group, six respondents made no indication of any individual testing.

The other twelve were given as follows:

	Less than 350 students N-7	More than 350 students N-5	Total N-12	Approx. % of total
vocational interest test	6	5	11	92%
vocational aptitude test	4	3	7	58%
personality inventory	3	4	7	58%

TABLE VI

MISCELLANEOUS STANDARDIZED TESTS GIVEN TO ALL STUDENTS IN
VARIOUS NORTH CAROLINA JUNIOR COLLEGES

Test	Number of schools administering
Kuder Preference	5
A.C.E. Psychological	2
Scholastic College and Ability Test	2
a psychological test	2
a science test	2
an intelligence test	2
a language test	2
an algebra test	1
Sequential Tests of Educational Development	1
Purdue Placement	1
a social science test	1
a vocabulary test	1
a geography test	1

Most of these tests are administered by the same person who is in charge of the entire testing program. In two cases, other faculty members administer.

Again it can be seen that both the large and the small schools have approximately the same testing programs.

Advisor program. The next area investigated was the advisor program. In Part I it was found that fifteen of eighteen indicated they had an advisor program. In the second part, the following item was checked by these fifteen respondents: "Our advisor program includes every student assigned to an academic advisor." Two questionnaires were left blank by administrators of schools with less than 350 students.

Student counseling program. The next area investigated was the student counseling program. In this area, the schools were equally divided. Of the sixteen who indicated in Part I that they had a counseling service, eight have a trained counselor and eight have no counselor but carry out counseling with various faculty members involved. Eight schools provide an office for counseling. And two schools, both in the large school group, indicated no counseling program.

The trained counselors spend approximately from one to six hours a day in office counseling with three and two-tenths hours being the approximate average number of hours

spent per day by each counselor. The following chart lists the hours recorded by four counselors of schools with less than 350 students:

Counselor	Approximate hours per day spent counseling
1	2
2	2
3	1 to 3
4	3 to 4

The next chart lists the approximate hours recorded by three counselors with more than 350 students:

Counselor	Approximate hours per day spent counseling
5	4 to 6
6	5
7	2 to 4

From this it may be seen that the counselors in the larger schools spend more time in counseling. (For a definition of what junior college administrators feel is adequate training to be called a trained counselor, see Part III of this chapter.)

Cumulative records. The next area investigated were cumulative records kept other than the official registrar's records. It was found that eight schools kept such records. In three schools the dean keeps these records. In two schools they are kept by the dean of women and in one by the dean of men and the dean of women. In one school the counselor keeps

the records and in the other, the Director of Testing and Counseling.

Guidance courses. The next area investigated was the guidance courses being offered in the junior colleges. Four schools offer these courses. The titles were listed as follows:

Psychology and Education - "Orientation"

Psychology of Personal Adjustment

Orientation

(fourth school omitted title of course)

Placement and follow-up services. The last area investigated was the placement and follow-up services conducted. Six of the eighteen checked in Part I that they had such services, however, two omitted this item in Part II giving an incomplete record. The following information was given:

2 maintain a placement service for students

3 follow-up terminal students

4 follow-up students who continue academic training

2 follow-up drop-out students

III PART III - GENERAL QUESTIONS AND ATTITUDES

Part III is the last part of the questionnaire and its purpose was to investigate certain attitudes of junior college administrators concerning guidance as well as to determine certain other facts pertinent to the study.

Length of program. The first question asked how long the present program had been in effect. The programs ranged from one to fifteen years with an average of approximately six and seven-tenths years. Eight of the programs had been developed in the last five years; one developed in the last ten years and four were older than ten years. Five did not respond to this question. From this it would indicate that development is taking place in the junior college guidance programs as evidenced by the recent origin of many of the programs.

Plans to increase services. The second question asked if there were plans for any increase in guidance services in the near future. Following are the responses:

	Less than 350 stu- dents N-8	More than 350 stu- dents N-7	Total N-15	Approx. % of total N-15
Plan to increase services	7	4	11	73%
No plans to increase	1	3	4	27%

One school plans to perfect present program and two did not respond. Over half of the schools will be increasing their services in the near future and it would indicate that the smaller schools are planning to increase more than the larger. Note that the percentages in the right hand column indicates the percentages of the fifteen schools responding.

Plans to increase staff. The third question asked if there were any plans to make additions to the guidance staffs

in the near future. Two schools did not respond to this question. The other results are listed as follows:

	Less than 350 stu- dents N-8	More than 350 stu- dents N-8	Total N-16	Approx. % of total N-16
Plan to increase staff	2	4	6	38%
No plans to increase	6	4	10	62%

From this it would appear that the larger schools, though not planning to increase services, are feeling a need for increased staff to carry out the present programs. At least one third of all the schools will be increasing their staffs in the near future. Note that the percentages in the right-hand column are percentages of the total sixteen who responded.

Program adequacy. The next question asked if the administrator feels his program is adequate. Two did not respond, the other sixteen responses are listed below:

	Less than 350 stu- dents N-8	More than 350 stu- dents N-8	Total N-16	Approx. % of total N-16
Feel present program is adequate	2	3	5	31%
Do not feel present program is adequate	6	5	11	69%

Here we find a large percentage dissatisfied with their present programs. These are also, to a large extent, the same schools who plan to make increases in the near future. One respondent added the specific areas of felt need.

It was felt that the program was adequate "with the exception of inadequate work in remedial reading and inadequate time for more effective counseling."

It would appear again from all the results concerning the present programs, that there is a desire for increased guidance activities at the junior college level in the majority of the schools.

Worthwhileness of an organized program. The next question asked if the administrator felt that an organized program under a trained specialist is worthwhile at the junior college level. The responses to this question were varied. Again, two did not give a response.

Responses of those who felt an organized program under a trained specialist was worthwhile: Total 12 75%

- 6 - yes
- 2 - yes!
- 1 - most certainly
- 1 - absolutely essential
- 1 - with combined duties
- 1 - yes if it can be financed

Responses of those who felt an organized program under a trained specialist was not worthwhile: Total 4 25%

- 2 - doubtful
- 1 - no
- 1 - no, not for a small college

From this we can see that three-fourths of those responding feel that an organized program under a trained specialist is worthwhile at the junior college level. One fourth of the administrators do not feel that it is.

As to the difference between the "larger" and "smaller" colleges, seven out of eight of the administrators of smaller schools said yes, an organized program was worthwhile. Only five out of eight of the larger schools said yes. This would indicate a little more of a felt need for guidance services on the part of the smaller schools than in the larger.

Training of a counselor. The next question asks how much training do you feel a counselor would need to work with junior college students. The first part of the question asks how much academic training should be required. Since the question was left an open end blank for administrators to fill in, there were quite a variety of responses. They are given below verbatim and then in the following chart, grouped together.

Verbatim responses:

- Masters degree
- Masters degree in Guidance
- Masters degree in counseling and psychology
- Masters degree
- Masters degree or equivalent
- Masters degree plus experience
- M.A. in Psychology or equal experience
- Masters degree in his field
- Graduate major in guidance
- Graduate degree
- Ed.D with emphasis on Psychology, guidance and counseling
- Regular requirements for Jr. College work

I do not know
?
(four made no response)

If we add those stating masters degrees, the two listed as graduate degrees, as well as the one stating regular requirements for junior college work and assume they all mean at least a masters degree, the figures can be grouped as follows:

Academic requirement	No. checking	Approx. % of total N-18
masters degree or graduate degree	12	66%
doctors degree	1	6%
don't know	2	11%
no response	3	17%

It can be noted that there is confusion as to what a person should study as he prepares for guidance work. Four indicated that the graduate degree should be in guidance and psychology, one in psychology. However, this leaves over half who did not indicate what should be a person's major field of study. The picture here is incomplete and it can only be stated that the majority of administrators believe that a person should have at least a masters degree which, incidentally, is a requirement in North Carolina junior colleges.

The second part of this question of training asked how much supervised training should be required for a junior college counselor. Again, since the answer space was left blank, there were a variety of responses making it difficult to tabulate. Six left this part blank, but marked the rest of the

question, three state times of from one to two years, three said they didn't know, two felt it was important, two repeated academic requirement and two did not respond.

Here it can be seen that there is very little agreement as to what would constitute adequate supervised experience. If it can be assumed that the six who left this blank meant to indicate that none should be required, then it can be said that there was at least some agreement at this point. However, no respondent wrote in the word none.

The third part of this question on required training asked how much experience should a person have. Again, the answers were varied, but some grouping can be made. Four respondents indicated a length of time--one, two, three to five, and five years; four indicated that they felt experience was important, but gave no indication of how much; three stated they did not know; three left this part blank; and three omitted the entire section.

Here again, little agreement is found, not only in the amount of experience a person should have, but even some question as to whether experience is necessary.

In summary, all that can be said from the results obtained relating to the amount of training needed in junior college guidance, is that there is a great deal of variation of requirements. The main similarity is in the academic requirements with most administrators feeling a graduate degree is necessary.

General comments. The last question in the report was given as a request and is printed verbatim:

If you have time, would you help us in orienting our students to junior college work by giving us a brief idea of where you think the guidance program belongs in the junior college. You may use the back of the page if needed. Any other comments you feel would help us, would be appreciated.

Some of the responses given were related to the questionnaire itself. Others, used this space to give information regarding their specific programs or specific ideas about programs. Others used this portion to give their attitudes and philosophy concerning guidance in the junior college. These statements are a valuable part of the study by getting at attitudes as well as certain facts which could not be given elsewhere. They are given here verbatim without comment.

Comments concerning the questionnaire:

A director of guidance writes: I hate to say this but this questionnaire will not give the information you need. It reminds me of a form a graduate student would compose to gather information for a term paper or M. Ed. thesis.

Comments concerning specific ideas and programs:

A psychometrist writes: The guidance or counseling program should be conducted by the psychology Dept. The Director should have administrative status so that he can put recommendations into effect properly.

A dean writes: Intensively before admission and during first quarter. Less intensively throughout the two years.

A president writes: The best program includes every teacher and some outstanding sophomore student aids to help during orientation and serve as "big sisters" and "big brothers" during the year.

A president writes: We have a student counselor program. There are two seniors on each hall in the dormitories. They work as a Hall Council under Dean of Women. Faculty committee with the above group plan and administer orientation week. All testing supervised by department concerned.

A dean-registrar writes: It would depend largely upon the number of students enrolled. For our student body, 350 - 400 students, we hope to find a person who will teach 6 to 9 semester hours and administer the guidance program.

Comments concerning attitudes and philosophy:

A dean writes: This questionnaire puzzles me in view of the statement in the covering letter that you are "Training people particularly interested in teaching in junior colleges.", and yet skip right to a questionnaire on guidance programs. I believe the need of junior college faculties is to find more competent instructors who are alert and possess outstanding scholarship in their various fields of concentration. This is not to minimize the importance of counselling of college students, although it seems to me to have been rather over-played, but rather to suggest that the graduate education of junior college instructors needs to be elsewhere. If it can be avoided, we do not employ people with a Masters degree in Education, except in our Elementary Education Dept.

A president writes: I am enclosing copy of our orientation booklet which may be of interest to you. I may be (and probably am) a little old fashioned on the whole problem of counselling of students. I think it more natural to have the counseling a part of all of the administration staff (Pres., Asst. to pres., social dean, acad. dean, and all faculty) rather than segregated

into one office. I think in a small denominational college, this type of organization is more effective and necessary.

A director writes: It is my opinion that guidance should be a continuous phase of the school program in a junior college. Guidance should be available to students in regard to choosing the proper course of study, becoming adapted to a college environment, and in coping with personal problems.

One director of guidance sent a brochure which included the following statement of philosophy: The Guidance Department shall assist any individual of the student body to overcome any barrier standing in the way of educational, vocational, and/or personal progress or adjustment. This is apt to include, from time to time, individuals who are not conforming to certain rules and regulations but who are, in the eyes of the Director, trying to conform and/or indicate that they are honestly working toward that end. In some cases, individuals who have been guilty of an act against society will be assisted, should they seek aid of this department.

A director of student personnel writes: The primary and all inclusive aim of the guidance program is to bring to bear upon each student those services and insights which the counseling program offers so as to guide the student toward mature citizenship. At the junior college level, this specifically involves furnishing a self-motivating life's purpose.

CHAPTER V

SUMMARY AND CONCLUSIONS, AND RECOMMENDATIONS

Summary and conclusions. The junior college is one of the most rapidly growing educational units in this country. Because of its orientation towards community and the individual, it is in a unique position to offer individualized guidance services to its student body. Junior college administrators have been showing increasing interest in guidance activities in recent years.

There has been however, very little written on guidance in the junior colleges in the last few years. In regard to current junior college guidance practices, only a few descriptive studies were found in a survey of the literature over the past ten years. It was felt that there was a real need to study and describe current practices, particularly in North Carolina in order to provide such information to administrators, counselor-trainers, potential North Carolina guidance personnel and other interested parties.

The review of the literature over the last ten years covered five surveys of current practices in junior colleges and in general it was found that:

- (1) There is a great deal of variation between one program and another; and, a great deal of variation between the responsibilities of the different administrators.

(2) The administrators of the majority of the programs have other positions such as dean or faculty and are not full-time guidance personnel.

(3) Less than half have a full time person as administrator.

(4) Many report they have counseling but no counselor suggesting a variation in the meaning of the term counseling.

(5) There is similarity in the testing programs.

(6) There is an indication of growth in the area of guidance services as well as the adding of trained personnel.

This writer made up a questionnaire and mailed it to the twenty North Carolina junior colleges listed in the United States Government Education Directory. One hundred per cent response was obtained with 18 usable responses. The number of students ranged from sixty-six in one school to 1110 in the largest institution.

The questionnaires were filled out by the following: deans--eight; presidents and directors--six; directors of guidance and student personnel--three; psychometrist--one.

The results of the study were divided into three sections corresponding to the three parts of the questionnaire. First, was a general picture of the guidance services of the junior colleges of North Carolina. Second was a more specific study of what these services entail, including organizational structures of the programs. Third was information concerning attitudes and opinions of junior college administrators as well as some additional facts not included previously.

The results were tabulated and discussed. They were divided into two groups, those schools with less than 350 students and those with more. This was done for the purpose of comparison. In part I it was found that 95% of the schools had orientation programs, 95% have standardized testing programs, 88% have a counseling service, 83% have a system of academic advisors, 44% keep cumulative records other than the registrar's, 33% have placement and follow-up services, and 22% offer guidance courses. This incidentally, compares favorably with studies done in other parts of the country, however, since these studies were done several years ago, no real comparison is justified.

It was also found that in general, the smaller schools offered a few more guidance services than did the larger ones.

In Part II which involved a more specific study of the guidance services, it was found that: (1) there is a wide variety in the titles of the guidance administrators with no more than four being the same; (2) there were only four who carried guidance titles equally distributed between the larger and smaller schools; (3) the organizational structures vary widely from one school to another.

In regard to orientation of students to school life, the most popular method is the orientation week and the orientation class extending beyond the first week. Again a variation among programs is found with only fifty-six per cent using the above methods.

It is in the use of tests that more uniformity is found, especially in English, scholastic aptitude, reading and mathematics. This incidentally corresponds to the findings in the surveys of other studies.

Approximately one-half of the schools have a counselor and provide an office for counseling, and one-half do not. The counselors average around three hours per day in counseling with those in the larger schools averaging a little more.

Only a few schools kept cumulative records other than the official registrar's and in those schools various administrators kept them. Only three titles of guidance courses were listed and a short discussion of the six schools that maintained placement and follow-up services was given. Little similarity was found in these latter three services.

In Part III investigating facts and attitudes about the programs, it was found that the average program was about six and seven-tenths years old with a high percentage being developed in the last five years. It was also found that 69% were dissatisfied with the present program, that 73% plan to increase services, and 38% plan to increase staff in the near future. All of this points out the recency of the programs as well as the trend towards increasing of these individualized services.

Three-fourths of the administrators felt that a program under a trained specialist was worthwhile, although only one-half had such a program and only one-fourth had a man with a specific guidance title as previously reported.

In the area of the training that should be required for a junior college counselor, 66% felt at least a Master of Arts degree is needed, but there was little agreement beyond this as to how much supervised training or experience should be had. All in all there was much variation as to training requirements with the main similarity being the academic requirement of at least a graduate degree.

The last part of the study was made up of some interesting and helpful comments relating to ideas, and attitudes on the part of certain junior college personnel.

In conclusion, this study can be said to bear out much of what was found in the survey studies of other sections of the country as well as some additional information. In general it can be stated in regard to North Carolina junior college guidance programs:

(1) There is a great deal of variation between one program and another including the titles of the administrators and their duties.

(2) Just as was found in the other studies, the majority of the programs do not have full-time guidance personnel as administrators, but rather are combined positions with other duties. However, the majority of North Carolina junior college administrators who responded, feel that such programs with trained personnel would be worthwhile.

(3) About half of the schools are carrying on a program of counseling in the stricter meaning of the term,

however, there is some difference of opinion, if not actual confusion, as to what constitutes a trained counselor.

(4) In the area of testing there is similarity of programs and administration of these programs. Many of the same tests are being used in a large majority of the schools.

(5) A large number of the guidance programs are of recent origin and there is a definite trend towards increased services in the future.

(6) There is some indication that the smaller schools are carrying on more work in this area than the larger schools as well as making more preparations for future increase in activities.

Recommendations. An abstract of this study was sent to all of the administrators participating. On this basis, the following recommendations are made:

(1) It is hoped that this report will be studied and that there will be further studies concerning how junior college administrators can come to more agreement regarding guidance work in the junior colleges.

(2) Along with this, some studies should be made in regard to what constitutes the necessary training for a junior college counselor. This is important as other counseling groups are doing this such as the pastoral counselors, clinical psychologists, counseling psychologists, and psychiatrists, all of whom, incidentally require supervised experience as well as high academic standards.

The majority of the administrators felt that guidance in the junior colleges is important. Therefore, these studies are believed to be urgently needed. In terms of the possibility of an individualized approach to educating our youth, the small junior college stands as one bulwark against a growing trend towards education in mass production.

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APPENDIX A

Dear Sir:

We are presently in the process of expanding our program here at Appalachian State Teachers College to include the training of those people particularly interested in teaching in the junior college. In order to help us in planning our curriculum as well as in orienting and advising our students, our department is conducting a survey of the guidance services of the junior colleges here in North Carolina.

We feel this survey will be of assistance in providing you in the junior colleges with better trained personnel as well as greatly aiding us in orienting our students to your type of program.

We would be very grateful to you if you would assist us in this study by filling out the enclosed questionnaire. A self-addressed envelop has been provided for your convenience. We will also provide you with the results of this study as soon as it is completed.

Sincerely,

Don Clark

P. S. If you are not the person to whom this questionnaire should be directed, we would be grateful if you would refer it to the proper person.

School Name _____ Number of students _____

Your title _____

The questionnaire is in three parts. If, for any reason, you are unable to complete any part, we would still appreciate your returning this questionnaire in its unfinished form. Just indicate the unmarked portion. (No names will be used in the final report.)

Definition: Guidance services for the purpose of this study is used synonymously with student personnel services and is defined as those services organized to assist the individual in attaining his best adjustment and highest potential.

PART I OUR GUIDANCE SERVICES INCLUDE THE FOLLOWING:
(Opportunity to elaborate will be given in Part II)

1. Type of organization:

- () a. Guidance services which include such things as freshmen orientation, formalized testing program, counseling, etc., directed by one or more faculty members specifically responsible for the program.
- () b. Guidance services which include such things as freshmen orientation, formalized testing program, counseling, etc., conducted by the faculty in general who are in turn responsible to the administration.

2. () An orientation program.

3. () A testing program using standardized tests.

4. () System of academic advisors*.

5. () Student counseling* service.

6. () Cumulative record system other than registrar's records.

7. () Guidance courses.

8. () Placement and follow-up service.

9. () Others _____

*advising is interpreted as the giving of needed and helpful advice and judgement to students while, counseling is considered as the longer process of skilful listening and direction aiding the student to grapple with his problems, and find his own solutions.

PART II AN ELABORATION OF PART I

If you checked any of the items on Part I, please elaborate here in Part II.

Item 1. Type of organization:

(part a.) Title of person or persons in charge of guidance services _____

What other duties are performed (such as teaching, etc.)? _____

Item 2. Our orientation program includes:

- ☐ visiting day at the college
- ☐ visits to the high school by the guidance administrator
- ☐ one day orientation for freshmen
- ☐ orientation week for freshmen
- ☐ orientation class extending beyond first week

Who administers this orientation program? (title) _____

Item 3. Our standardized testing program includes:

Tests given to all students:

- ☐ scholastic aptitude test
- ☐ reading test
- ☐ English test
- ☐ others _____

Who administers these tests? (title) _____

Tests given to students upon request:

- ☐ vocational interest ☐ personality inventory
- ☐ vocational aptitude test ☐ projective test (name) _____

Who administers these tests? (title) _____

Item 4. Our advisor program includes:

() every student assigned to an academic advisor

() other _____

Who administers this program? (title) _____

Item 5. Our student counseling service involves:

() no one counselor--various members of the faculty involved.

() a trained counselor

() an office for counseling is provided

If you have a counselor, approximately how much time per day is spent counseling? _____ hrs.

Item 6. Cumulative record system other than official registrar's:

Who keeps these records? (title) _____

Item 7. Our Guidance courses are as follows:

(titles) _____

Who conducts these? (titles) _____

Item 8. Our placement and follow-up service includes:

() maintenance of a placement service for students

() following up terminal students

() following up students who continue academic training

() following up drop-out students

Who administers this phase? (title) _____

PART III GENERAL QUESTIONS

- A. How long has your present program been in effect?_____
- B. Do you plan to increase your services in the near future?_____
- C. Do you plan to make any additions to your guidance staff in the near future?_____
- D. Do you feel your present program is adequate?_____
- E. Do you feel that an organized guidance program under a trained specialist is worthwhile at the junior college level?_____
- F. How much training do you feel a counselor should have to work with junior college students?
- Academic:_____
- Supervised counseling training:_____
- Actual experience_____
- G. If you have the time, would you help us in orienting our students to junior college work by giving us a brief idea of where you think the guidance program belongs in the junior college. You may use the back of the page if needed. Any other comments you feel would help us, would be appreciated.

January 28, 1958

Dear Dr.

We are enclosing a copy of the questionnaire mailed you several weeks ago. Realizing that you are very busy, we hesitate calling upon you again. However, in order that our results will be the most meaningful, we very much desire your response.

If you do not have time to complete the entire questionnaire, would you be so kind as to fill out the first page only and return it.

We hope this will not be an inconvenience to you.

Respectfully,

Don Clark
Assistant

DC:cb

Enclosure

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APPENDIX B

NORTH CAROLINA JUNIOR COLLEGES

Asheville-Biltmore College
Asheville, N. C.

Brevard College
Brevard, N. C.

Campbell College
Buies Creek, N. C.

Carver College
Charlotte, N. C.

Charlotte College
Charlotte, N. C.

Chowan College
Murfreesboro, N. C.

Gardner-Webb Junior College, Inc.
Boiling Springs, N. C.

Lees-McRae College
Banner Elk, N. C.

Louisburg College
Louisburg, N. C.

Mars Hill College
Mars Hill, N. C.

Mitchell College
Statesville, N. C.

Peace College
Raleigh N. C.

Pineland Junior College
Salemberg, N. C.

Presbyterian Junior College for Men
Waxton, N. C.

St. Mary's Junior College
Raleigh, N. C.

Warren Wilson College
Swannanoa, N. C.

Wilmington College
Wilmington, N. C.

Wingate College
Wingate, N. C.

Oak Ridge Military Institute
Oak Ridge, N. C.